

Prioritizing Educational Needs: A Needs Analysis for Curriculum Development in the English Education Program at Phetchaburi Rajabhat University Using the Priority Needs Index

Treenoot Soonthonvipat, Sirikul Sritoklin, Pimonmas Piboonsombut, Natsuda Satayaban,
Thatsanaphan Phaisannan and Pisan PanKeaw

English Department, Faculty of Humanities and Social Sciences, Phetchaburi Rajabhat University, Thailand

E-mail: treenoot10@gmail.com, ORCID ID: <https://orcid.org/0009-0005-3158-6002>

E-mail: sweetsail1@hotmail.com, ORCID ID: <https://orcid.org/0009-0009-2950-533X>

E-mail: pimonmas.pib@mail.pbru.ac.th, ORCID ID: <https://orcid.org/0009-0005-6074-0953>

E-mail: Nat.satayaban@gmail.com, ORCID ID: <https://orcid.org/0009-0007-8505-5711>

E-mail: tphaisannan@gmail.com, ORCID ID: <https://orcid.org/0009-0000-8589-9585>

E-mail: Pisan.pan@mail.pbru.ac.th, ORCID ID: <https://orcid.org/0009-0008-8633-6774>

Received 28/01/2025

Revised 13/03/2025

Accepted 17/04/2025

Abstract

Background and Aims: The increasing globalization of education and the rising demand for English proficiency necessitate continuous curriculum enhancement in English education programs. The English Education Program at Phetchaburi Rajabhat University (PBRU) must align with stakeholder expectations and evolving professional, societal, and global requirements. This study aims to assess the needs and expectations of key stakeholders—alumni, current students, program instructors, and employers—and to identify priority areas for curriculum development using the Priority Needs Index (PNI).

Methodology: A mixed-methods approach was employed, incorporating both quantitative and qualitative data collection. Surveys and semi-structured interviews were conducted with 223 stakeholders, including 139 alumni, 54 current students, six program instructors, and 34 employers. The collected data were analyzed using the PNI framework to prioritize curriculum components based on the gap between their perceived importance and current performance. Statistical and thematic analyses were applied to ensure a comprehensive evaluation of stakeholder feedback.

Results: Findings revealed key areas requiring curriculum enhancement, including language skills development, integration of digital tools, ethical and professional education, and practical teaching skills. Alumni rated the need for experiential learning at ($\bar{x} = 4.02$, S.D. = 0.74), while employers highlighted the importance of industry-relevant competencies ($\bar{x} = 4.18$, S.D. = 0.69). Current students advocated for inclusive and engaging learning environments ($\bar{x} = 3.95$, S.D. = 0.81), and instructors identified gaps in instructional resources and professional development ($\bar{x} = 4.11$, S.D. = 0.76). The PNI analysis indicated that digital integration and practical skill development ranked as the highest-priority areas for improvement, with PNI scores of 0.178 and 0.162, respectively.





Conclusion: This study underscores the significance of stakeholder engagement in curriculum reform and highlights the effectiveness of the PNI methodology in identifying priority areas for enhancement. By addressing stakeholder concerns and implementing targeted improvements, the English Education Program at PBRU can better prepare graduates for professional and global challenges while maintaining academic excellence. Future research should explore long-term curriculum adaptations to ensure ongoing relevance and effectiveness.

Keywords: Curriculum Development; Needs Analysis; English Education; Stakeholder Feedback; Priority Needs Index (PNI)

Introduction

The accelerating pace of globalization and the prominence of English as a global medium for communication have placed heightened expectations on higher education institutions, particularly those tasked with preparing future educators to navigate and lead in a rapidly evolving world (Altbach et al, 2009). At Phetchaburi Rajabhat University (PBRU), the English Education Program serves as a cornerstone for cultivating educators equipped to meet these demands. However, the constant evolution of societal needs, driven by technological advancements and multicultural integration, necessitates that the program undergo continuous curriculum development to maintain its relevance, efficacy, and alignment with professional and societal standards (Darling-Hammond, 2010).

In today's digital and globalized educational landscape, a well-structured curriculum must bridge the gap between existing educational practices and the competencies required for educators to excel. Achieving this balance involves understanding the needs and expectations of diverse stakeholders, including alumni, current students, faculty, and employers. These groups provide invaluable insights into the strengths and shortcomings of the current curriculum, highlighting areas for enhancement that are essential for producing adaptable and innovative English educators (Fullan, 2007).

This study employs the Priority Needs Index (PNI) as an analytical framework to systematically assess stakeholder perspectives and prioritize curriculum improvements. By evaluating the importance of specific curriculum elements relative to their current effectiveness, PNI offers a clear roadmap for identifying urgent areas for reform (Witkin & Altschuld, 1995). This process ensures that the curriculum remains responsive to societal, technological, and professional advancements while fostering the development of educators who can thrive in both local and global contexts.





The objectives of this study are to analyze stakeholder feedback, identify key gaps and opportunities for curriculum enhancement, and propose actionable strategies for refining the English Education Program at PBRU. By addressing these goals, this research aims to ensure that the program not only meets the immediate demands of stakeholders but also equips graduates with the tools to excel as dynamic and future-ready educators.

Objectives

To evaluate the needs and expectations of key stakeholders—alumni, current students, program instructors, and employers—regarding the English Education Program at PBRU.

To identify and prioritize curriculum components requiring improvement using the Priority Need Index (PNI) and propose actionable recommendations for program enhancement.

Literature Review

1. Introduction to Curriculum Development in English Education

Curriculum development in English education is crucial for equipping learners with the necessary skills to navigate a globalized world. As English is a primary medium for international communication, curricula must align with global standards (Council of Europe, 2001) while addressing local educational and professional needs. However, ensuring relevance in rapidly evolving technological and multicultural environments presents challenges. Effective curriculum design must incorporate differentiated instruction to cater to diverse learners (Tomlinson, 2014) and integrate modern pedagogical approaches, such as communicative language teaching (CLT) and task-based learning (Richards & Rodgers, 2014). Additionally, stakeholder input, including feedback from students, educators, alumni, and employers, plays a key role in developing adaptable and future-oriented curricula.

1.1 Importance of Curriculum Development in English Education

1) Aligning with Educational Standards: A well-developed curriculum ensures students meet language proficiency benchmarks such as those outlined by the Common European Framework of Reference for Languages (CEFR), maintaining consistency and quality in instruction (Council of Europe, 2001).

2) Catering to Diverse Learner Needs: Effective curriculum design incorporates differentiated instruction and inclusive practices, addressing varying language proficiency levels, learning styles, and cultural backgrounds (Tomlinson, 2014).





3) Integrating Modern Pedagogical Approaches: Approaches like communicative language teaching (CLT), task-based learning (TBL), and technology-enhanced learning improve engagement and effectiveness in language learning (Richards & Rodgers, 2014).

4) Ensuring Continuous Improvement: Regular review and revisions based on stakeholder feedback keep the curriculum relevant to educational trends, technological advancements, and societal needs (Nunan, 1999).

5) Enhancing Teacher Preparedness: A structured curriculum provides teachers with clear guidelines, resources, and professional development opportunities to improve instructional effectiveness (Richards & Renandya, 2002).

6) Promoting Holistic Language Development: A comprehensive curriculum supports not only linguistic skills but also intercultural competence, critical thinking, and learner autonomy, preparing students for academic, professional, and social communication (Byram, 1997).

In conclusion, curriculum development is essential in English language education as it provides a structured and systematic approach to achieving language learning goals. It ensures that educational standards are met, diverse learner needs are addressed, modern pedagogical practices are integrated, and continuous improvement is facilitated. Ultimately, a well-developed curriculum empowers both teachers and students, enhancing the overall quality of language education.

1.2 Challenges of aligning curricula with global, societal, and professional demands.

Aligning curricula with the ever-evolving global, societal, and professional demands presents a multitude of challenges. Here are some key challenges faced in this complex task:

1) Global Challenges

Technology's rapid evolution poses a significant challenge for educational institutions, as keeping curricula current demands frequent updates and extensive teacher training, which can strain resources (Darling-Hammond, 2010). Additionally, globalization necessitates the consideration of international standards and practices, prompting the need for flexible and inclusive curricula that embrace diverse cultural perspectives and foster global citizenship (Altbach et al, 2009). Furthermore, the growing diversity of student populations underscores the importance of curricula that cater to various learning styles, languages, and backgrounds, requiring differentiated instruction and inclusive educational practices to ensure all learners thrive (Tomlinson, 2014).

2) Societal Challenges

Cultural differences significantly influence how students perceive and interact with educational content, emphasizing the need for curricula that embrace and reflect diversity while





promoting intercultural understanding and inclusivity (Banks, 2009). Additionally, socio-economic factors often create disparities in access to quality education, necessitating the development of curricula that address inequalities by ensuring equitable learning opportunities and tailored support for disadvantaged students (Reeves, 2010). Another pressing challenge is integrating ethical considerations into education, such as fostering academic integrity, safeguarding data privacy, and promoting digital citizenship, which ensures students not only acquire knowledge but also develop a strong ethical foundation for future endeavors (Strike & Soltis, 2009).

3) Professional Challenges

The evolving job market necessitates that curricula align with industry standards to prepare students for successful careers while also fostering lifelong learning. As Gordon (2014) highlights, adapting to industry expectations is essential to ensure graduates possess relevant skills and competencies. In a rapidly changing world, Knowles et al (2015) emphasize the importance of lifelong learning by instilling adaptability and a love for acquiring new knowledge throughout life. Furthermore, bridging the gap between the skills taught in educational institutions and those required in the workplace demands collaboration between educators and industry professionals, as Perrin (2019) suggests, to create curricula that are both relevant and comprehensive. This comprehensive approach ensures that educational programs meet the needs of students and the demands of an ever-changing workforce.

In conclusion, aligning curricula with global, societal, and professional demands is a multifaceted challenge. Globally, the rapid evolution of technology and increasing globalization require adaptable, inclusive curricula that incorporate international standards and foster global citizenship. Societal challenges include addressing cultural diversity, socio-economic disparities, and ethical considerations to ensure equitable and meaningful education for all learners. Professionally, curricula must align with industry standards, promote lifelong learning, and bridge the gap between academic skills and workplace requirements to prepare students for a rapidly evolving job market.

1.3 Role of stakeholder feedback in designing effective curricula.

Stakeholder feedback plays a crucial role in designing effective curricula by ensuring that educational programs meet the needs and expectations of various groups involved in or affected by the educational process. Here are several key aspects of how stakeholder feedback contributes to effective curriculum design:

1) Identifying Needs and Priorities

Stakeholder feedback plays a pivotal role in identifying the specific needs and priorities of various groups, including students, parents, teachers, employers, and community members.





This input highlights gaps and areas for improvement in the existing curriculum, offering insights into how educational programs can better address academic, social, and professional requirements. For example, students may emphasize the need for more practical learning experiences, while employers might prioritize job-specific skills. By considering these diverse perspectives, curriculum developers can create programs that focus on the most pressing and relevant issues. This collaborative and inclusive approach ensures that the curriculum is well-aligned with real-world demands and expectations, ultimately benefiting all stakeholders involved (Fullan, 2007).

2) Enhancing Relevance and Practicality

Incorporating feedback from stakeholders, particularly industry professionals and employers, ensures that the curriculum remains relevant and practical. This process bridges the gap between academic learning and real-world applications by aligning coursework with the skills and knowledge required in various professional contexts. For instance, industry experts may recommend integrating emerging technologies or soft skills into the curriculum to prepare students for a competitive job market. Such alignment not only enhances the employability of graduates but also ensures that students are better equipped to meet the demands of their future careers. By focusing on practical and applicable learning, the curriculum fosters a seamless transition from education to the workforce, thus maximizing its long-term value (Gordon, 2014).

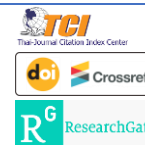
3) Promoting Inclusivity and Equity

Stakeholder feedback ensures that the curriculum is inclusive and equitable, taking into account the diverse needs and backgrounds of all students. By engaging with parents, advocacy groups, and community leaders, curriculum developers can identify and address potential barriers to learning, such as language differences, socio-economic challenges, or disabilities. This process helps to create an educational environment that offers equal opportunities for all students, regardless of their circumstances. For example, feedback might highlight the need for more culturally responsive teaching materials or additional support for students from underrepresented groups. An inclusive curriculum fosters an atmosphere of mutual respect and understanding, promoting a sense of belonging and academic success for every learner (Banks, 2009).

4) Facilitating Continuous Improvement

Stakeholder feedback serves as an invaluable resource for the continuous improvement of the curriculum. It provides detailed insights into which aspects of the program are effective and which require enhancement. Regularly collecting and analyzing this feedback enables curriculum developers to make informed adjustments and updates, ensuring that the curriculum remains current, effective, and aligned with educational and societal changes. For instance,





teachers' feedback on instructional challenges can lead to refinements in lesson plans, while students' suggestions may inspire more interactive learning activities. This iterative process not only ensures the long-term success of the curriculum but also establishes a culture of adaptability and responsiveness within educational institutions (Nunan, 1999).

5) Fostering Buy-in and Support

Involving stakeholders in the curriculum design process fosters a sense of ownership and shared responsibility for the educational program. When stakeholders feel that their perspectives are valued and their input is incorporated, they are more likely to support and advocate for the curriculum. This buy-in is critical for ensuring the successful implementation and long-term sustainability of the curriculum. Additionally, active stakeholder participation builds trust and strengthens the partnership between educators, families, and the community. For example, teachers who are involved in the design process may feel more confident and motivated to deliver the curriculum effectively, while parents and community members are more likely to champion educational initiatives that reflect their shared goals and values (Darling-Hammond, 2010).

In conclusion, stakeholder feedback is essential for designing effective and inclusive curricula that address the needs of students, educators, and the community. It helps identify priorities and gaps, ensuring programs remain relevant and practical for both academic and professional contexts. By fostering inclusivity, addressing barriers to learning, and providing equal opportunities, feedback promotes equity in education. Regularly gathering insights also supports continuous curriculum improvement, allowing for timely updates and adaptability to changing demands. Furthermore, involving stakeholders fosters a sense of ownership and support, ensuring successful implementation and long-term sustainability of the curriculum.

Conceptual Framework

The conceptual framework for this research aims to explore the needs and expectations of stakeholders for curriculum development in the English Education Program at Phetchaburi Rajabhat University (PBRU). The framework centers on understanding and prioritizing curriculum components using the Priority Needs Index (PNI) and ensuring alignment with societal, professional, and global educational demands.



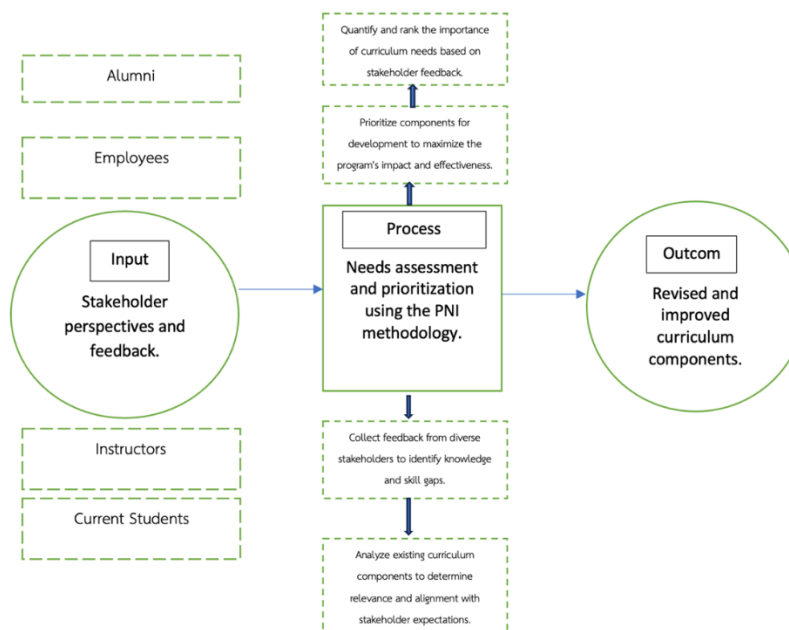


Figure 1 Conceptual Framework

Methodology

Research Design

This study employs a mixed-methods approach to comprehensively evaluate the needs and priorities for curriculum development in the English Education Program at Phetchaburi Rajabhat University (PBRU). The combination of qualitative and quantitative methods provides a holistic understanding of stakeholder perspectives and ensures the robustness of the findings. The Priority Needs Index (PNI) is utilized as the primary analytical tool to identify and prioritize areas requiring curriculum improvement.

Participants

The study involves key stakeholders in the English Education Program, including alumni, current students, program instructors, and employers. A total of 223 participants were purposively selected to ensure representation from all stakeholder groups:

- 1) **Alumni:** 139 graduates from the past five years are currently working in relevant fields.
- 2) **Current Students:** There are 54 undergraduate students enrolled in the English Education Program.
- 3) **Program Instructors:** 6 instructors actively involved in teaching within the program.



4) **Employers:** There are 34 employers from schools or individuals employing graduates from the program.

Data Collection Instruments

1) Survey Questionnaires:

A structured questionnaire was developed to collect quantitative data on stakeholders' perceptions of curriculum components, their importance, and current performance. The questionnaire includes Likert-scale items to measure stakeholder satisfaction and perceived gaps.

2) Semi-Structured Interviews:

Qualitative data was gathered through semi-structured interviews with representatives from each stakeholder group to gain deeper insights into their needs and expectations. The interviews explored themes such as curriculum relevance, skill gaps, and areas for improvement.

3) Document Analysis:

Existing curriculum documents, program reports, and performance data were reviewed to establish a baseline for comparison.

4) Data Collection Procedure

1. Surveys were distributed electronically to all participants, ensuring accessibility and convenience.
2. Semi-structured interviews were conducted in person or online, depending on participant availability, and recorded for transcription and analysis.
3. Curriculum documents were collected from PBRU's English Education Program office for a comprehensive analysis of current offerings and alignment with stakeholder needs.

Data Analysis

Quantitative Analysis:

1) Data from the survey questionnaires were analyzed using descriptive and inferential statistics. The Priority Needs Index (PNI) was calculated to prioritize curriculum components based on the gap between importance and current performance.

2) The PNI formula:

$$PNI = \frac{\text{Importance} - \text{Performance}}{\text{Importance}}$$

3) Results were categorized into high, medium, and low priority areas for improvement.

Qualitative Analysis:





Transcripts from interviews were coded thematically to identify recurring patterns and insights related to stakeholder needs and curriculum gaps. Thematic analysis ensured that qualitative data supported and enriched the quantitative findings.

Integration of Findings:

The results from quantitative and qualitative analyses were triangulated to provide a comprehensive view of stakeholder needs and curriculum priorities.

Ethical Considerations

Ethical approval for the study was obtained from the Research Ethics Committee at PBRU. Informed consent was secured from all participants, ensuring voluntary participation. Data confidentiality and anonymity were maintained throughout the study, and participants were informed of their right to withdraw at any stage.

Limitations

While the study ensures a diverse participant pool, its findings may be context-specific to the English Education Program at PBRU. Generalizability to other programs or institutions may require further validation.

Results

This section presents the findings of the study based on the objectives of evaluating stakeholder needs and prioritizing curriculum improvements for the English Education Program at Phetchaburi Rajabhat University. By analyzing feedback from alumni, current students, program instructors, and employers, the research identifies critical areas for development. Using the Priority Needs Index (PNI), the study highlights key curriculum components requiring attention and provides actionable recommendations to enhance the program's relevance, effectiveness, and alignment with societal and professional expectations.

Objective 1: To evaluate the needs and expectations of key stakeholders regarding the English Education Program at Phetchaburi Rajabhat University (PBRU)

1. Alumni Feedback: Alumni identified the need for enhanced teaching skills, particularly in addressing classroom challenges, fostering student motivation, and adapting to contemporary educational contexts. They emphasized the importance of integrating academic English into the curriculum and creating a learning atmosphere that nurtures critical thinking, teamwork, and communication skills. Alumni also suggested implementing more robust systems for student support and ethical education to align with professional standards.

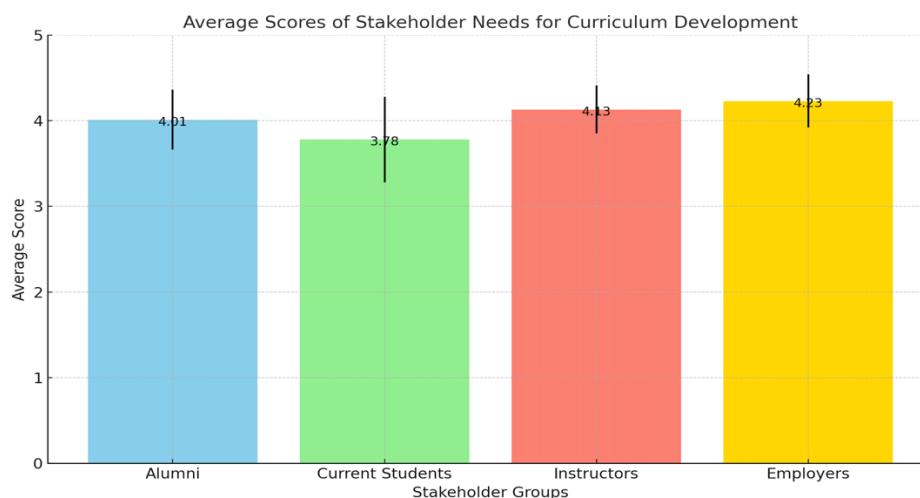
2. Current Students: Current students highlighted the necessity of developing both everyday and academic English communication skills. They also expressed a need for tailored



learning activities that reflect diverse cultural and social contexts. Additionally, they valued opportunities to build skills in teamwork, public speaking, and data analysis. Students requested improved support systems to address learning challenges and ensure equity in their educational experience.

3. Program Instructors: Instructors pointed out the importance of aligning the curriculum with societal needs and emphasized the integration of English proficiency and research skills. They advocated for incorporating professional ethics into the program and enhancing critical thinking among students. Instructors also noted the necessity of professional development opportunities to improve teaching strategies and support student-centered learning.

4. Employers: Employers emphasized the need for graduates to possess practical skills such as effective communication, problem-solving, and adaptability to organizational cultures. They also highlighted the importance of maintaining high ethical standards and the ability to continuously learn and adapt to new technologies in professional environments.



Graph 1: Average score of the stakeholder needs for curriculum development

The bar graph shows the average scores of stakeholder needs for curriculum development. It illustrates the perspectives of alumni, current students, instructors, and employers, including their standard deviations.

Objective 2: To identify and prioritize curriculum components requiring improvement using the Priority Needs Index (PNI) and propose actionable recommendations

1. Curriculum Components with High PNI Values:

1) Language Skills Development: Stakeholders emphasized the need to strengthen all four aspects of English proficiency—listening, speaking, reading, and writing. This was identified as a top priority for improving graduate preparedness for both academic and professional settings.



2) Integration of Technology: Both students and employers highlighted the necessity of integrating digital tools and resources into teaching practices to enhance learning outcomes and workplace readiness.

3) Ethical and Professional Development: Alumni and employers agreed on the critical role of fostering ethical awareness and professionalism in the curriculum to prepare graduates for diverse workplace environments.

4) Practical Teaching Skills: Instructors and alumni highlighted gaps in practical teaching methodologies, recommending more experiential learning opportunities and classroom simulations.

2. Resource Allocation and Program Evaluation: The findings indicate the need for efficient allocation of resources to address the most critical areas, such as improving faculty training, enhancing digital infrastructure, and integrating contemporary pedagogical approaches. Regular program evaluations based on stakeholder feedback were suggested to ensure the curriculum remains responsive and effective.

3. Recommendations for Action:

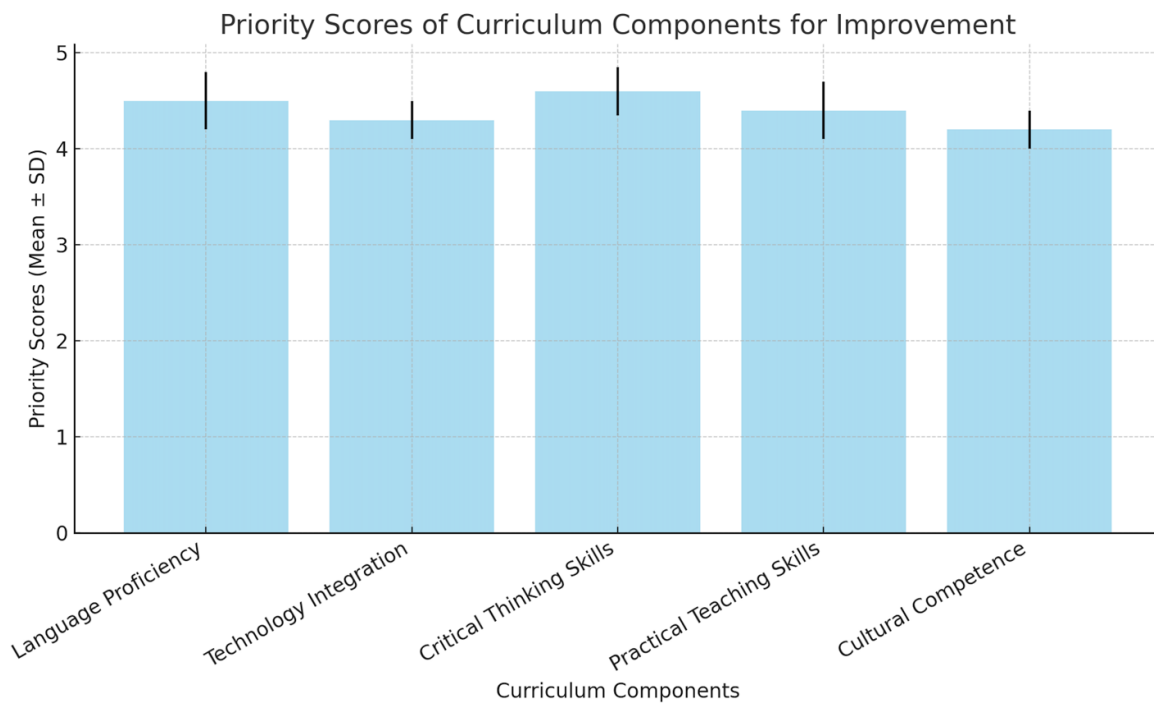
1) Enhance partnerships with employers to align curriculum content with market needs and provide internship opportunities for students.

2) Develop professional development programs for instructors to advance their teaching techniques and integrate innovative technologies.

3) Incorporate courses focused on ethics, cultural diversity, and global perspectives to prepare students for both local and international contexts.

4) Establish mechanisms for continuous stakeholder engagement to monitor and adapt the curriculum to changing societal and professional demands.





Here is the bar graph representing the priority scores of curriculum components for improvement based on the second objective. The components are ranked by their average scores, with error bars indicating the standard deviations

Discussion

The findings of this study are grounded in the two primary objectives, emphasizing the evaluation of stakeholder needs and expectations and the identification and prioritization of curriculum components requiring improvement. Using the Priority Needs Index (PNI) methodology, the results highlight actionable recommendations for the English Education Program at Phetchaburi Rajabhat University (PBRU).

Objective 1: Evaluating Stakeholder Needs and Expectations

The first objective focused on understanding the perspectives of key stakeholders, including alumni, current students, program instructors, and employers. Feedback from alumni revealed significant insights into the applicability of the curriculum in professional settings. Alumni emphasized the importance of enhancing practical skills and incorporating experiential learning opportunities, aligning with Roberts' (2006) view that alumni feedback is pivotal for ensuring graduates are workplace-ready. Moreover, employers prioritized critical thinking, communication



skills, and technological proficiency, underscoring the curriculum's role in meeting market expectations (Gordon, 2014).

Current students emphasized the need for engaging and inclusive learning environments, highlighting gaps in teaching strategies and the relevance of learning materials. This finding echoes Tomlinson's (2014) assertion that differentiated instruction is essential for addressing diverse student needs. Meanwhile, program instructors identified challenges related to instructional materials and curriculum content, emphasizing the necessity of professional development and enhanced teaching resources (Graves, 2000). Together, these insights demonstrate the importance of aligning the curriculum with both the immediate needs of students and the long-term expectations of employers and the workforce.

Objective 2: Identifying and Prioritizing Curriculum Components Using PNI

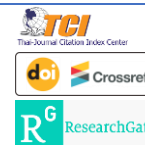
The application of the PNI framework allowed for the systematic identification and prioritization of areas requiring immediate attention within the curriculum. The analysis revealed key areas for improvement, including the integration of digital tools, the enhancement of industry-relevant skills, and the incorporation of ethical and intercultural competencies. These findings align with Witkin and Altschuld's (1995) framework for need prioritization, which emphasizes using data-driven insights to guide curriculum improvements.

Specifically, the PNI scores highlighted discrepancies between stakeholder expectations and the current performance of the program. For example, while alumni and employers emphasized the need for more real-world applications and internships, current students prioritized engaging learning activities and better access to technological resources. This reinforces Fullan's (2007) assertion that curriculum development must balance competing priorities to address the diverse needs of stakeholders effectively.

Implications for Curriculum Development

The insights derived from these two objectives have significant implications for curriculum development. First, incorporating alumni and employer feedback into curriculum planning can ensure alignment with professional demands and market trends. This includes integrating project-based learning and enhancing opportunities for internships, as emphasized by Mansfield (2019). Second, addressing the needs of current students through inclusive teaching practices and updated resources will foster greater engagement and learning outcomes (Banks, 2009). Additionally, the results indicate a need for targeted professional development for instructors, enabling them to adopt innovative teaching strategies and integrate technology effectively into their classrooms (Darling-Hammond, 2010). Finally, the use of PNI as a tool for continuous





evaluation and improvement ensures that the curriculum remains relevant and responsive to evolving societal and professional demands (Richards, 2001).

Conclusion, by addressing the two primary objectives, this study underscores the importance of stakeholder engagement and data-driven decision-making in curriculum development. The findings offer a roadmap for enhancing the English Education Program at PBRU, ensuring it prepares graduates to succeed in both local and global contexts. Future initiatives should continue to integrate stakeholder feedback and utilize tools like PNI to maintain the program's relevance and effectiveness.

Recommendation

Based on the findings and discussions derived from the study objectives, the following recommendations are proposed to improve the English Education Program at PBRU:

Align Curriculum with Stakeholder Expectations

1) Integrate Practical Skills: Incorporate project-based learning, internships, and real-world simulations to bridge the gap between theoretical knowledge and professional application. Alumni and employer feedback highlight the necessity of strengthening skills such as critical thinking, communication, and technological proficiency.

2) Enhance Industry Relevance: Conduct regular consultations with industry professionals to ensure curriculum updates align with market demands, equipping graduates with relevant competencies for a competitive workforce.

Foster Inclusive and Engaging Learning Environments

1) Adopt Differentiated Instruction: Implement teaching strategies that address diverse learning needs, including cultural, socio-economic, and linguistic variations. Providing tailored support will help create equitable opportunities for student success.

2) Leverage Technology: Expand access to digital tools and resources to enhance interactive learning experiences. Additionally, invest in professional development programs to equip instructors with the skills necessary for effective technology integration.

Strengthen Instructor Development

1) Provide Professional Development: Facilitate regular training workshops for instructors, focusing on advanced teaching methodologies, technology integration, and active learning strategies.

2) Encourage Collaborative Learning: Establish professional learning communities where educators can share best practices, address challenges, and co-develop innovative pedagogical approaches.





Establish a Continuous Feedback Mechanism

1) **Integrate Stakeholder Input:** Develop structured mechanisms to gather regular feedback from students, alumni, and employers. This will ensure that the curriculum remains responsive to professional and societal needs.

2) **Utilize PNI for Continuous Improvement:** Continue applying the Priority Needs Index (PNI) as a data-driven approach to identifying and prioritizing areas for curriculum enhancement.

8.5 Promote Lifelong Learning and Ethical Awareness

1) **Instill Lifelong Learning Mindsets:** Design courses that foster adaptability and self-directed learning, equipping students with the ability to thrive in evolving professional landscapes.

2) **Incorporate Ethics and Global Citizenship:** Embed ethical considerations, intercultural understanding, and global citizenship within the curriculum to cultivate responsible, globally competent graduates.

8.6 Enhance Student Support Services

1) **Provide Holistic Support:** Strengthen student support services, including tutoring, counseling, and extracurricular programs, to address both academic and personal challenges.

2) **Monitor Student Progress:** Establish systems to track student performance and satisfaction, allowing for timely interventions and continuous improvement.

8.7 Strengthen Collaboration with Stakeholders

1) **Build Alumni Networks:** Develop mentorship programs and curriculum feedback initiatives to leverage alumni expertise and real-world insights for curriculum enhancement.

2) **Partner with Employers:** Foster strategic partnerships with industry stakeholders to facilitate internship opportunities, hands-on training, and collaborative curriculum development.

References

- Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). *Trends in Global Higher Education: Tracking an Academic Revolution*. UNESCO.
- Banks, J. A. (2009). *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*. Routledge.
- Brown, J. D. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Heinle & Heinle.
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.





- Darling-Hammond, L. (2010). *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. Teachers College Press.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
- Fullan, M. (2007). *The New Meaning of Educational Change*. Teachers College Press.
- Gordon, J. (2014). *The Skills Gap and the Changing Workforce: Perspectives and Solutions*. Palgrave Macmillan.
- Graves, K. (2000). *Designing Language Courses: A Guide for Teachers*. Heinle & Heinle.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Routledge.
- Krueger, R. A., & Casey, M. A. (2015). *Focus Groups: A Practical Guide for Applied Research*. SAGE Publications.
- Levin, B. (2008). *How to Change 5000 Schools: A Practical and Positive Approach for Leading Change at Every Level*. Harvard Education Press.
- Mansfield, B. (2020). Deregulatory science: Chemical risk analysis in Trump's EPA. *Social Studies of Science*, 51(1), 28-50. <https://doi.org/10.1177/0306312720970284>
- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle.
- Perrin, P. B. (2019). *Bridging the Skills Gap: A Guide for Educators and Industry*. Academic Press.
- Piaget, J. (1970). *Science of Education and the Psychology of the Child*. Orion Press.
- Reeves, D. B. (2010). *Transforming Professional Development into Student Results*. ASCD.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511667190>.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching (3rd ed.)*. Cambridge University Press. <https://doi.org/10.1017/9781009024532>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Roberts, J. (2006). *The Impact of Alumni Feedback on Curriculum Development*. Educational Research Journal.
- Seidman, I. (2006). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. Teachers College Press.
- Strike, K. A., & Soltis, J. F. (2009). *The Ethics of Teaching*. Teachers College Press.





- Tomlinson, B. (2014). *Developing Materials for Language Teaching*. Bloomsbury Academic.
- Witkin, B. R., & Altschuld, J. W. (1995). *Planning and Conducting Needs Assessments: A Practical Guide*. SAGE Publications.

